



Indigenous
Institutes
Consortium

Annual Report
2023

Building Healthier and Stronger Indigenous Communities

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Message from the Executive Director and IIC Chair



Marsha Josephs

Building healthier and stronger Indigenous communities is the theme of this annual report for the Indigenous Institutes Consortium (IIC), which showcases the significant milestones and advancements we achieved over the past year. One of our major accomplishments was successfully maintaining funding for Indigenous Institutes, ensuring continued support for these vital institutions and their learners. In addition, we secured new funding specifically aimed at enhancing wellness and health programs, addressing critical needs for students and their communities.

A noteworthy highlight of this year was the historic three-year funding granted to the IIC by the Ontario government, marking the first time we have received a multi-year financial commitment. This achievement not only provides stability but also enables us to plan long-term initiatives and allows us to effectively respond to the needs of our members.

Moreover, for the first time in our history, we facilitated tripartite discussions that brought together both federal and provincial governments. This unprecedented collaboration, alongside our participation in the Blue Ribbon Report, represents a significant step forward in strengthening partnerships and ensuring a unified approach to addressing the long-term, equitable, and sustainable funding needs of Indigenous-led post-secondary education and lifelong learning institutes.

Our strategic plan for 2023–2026 centres on three key objectives; fostering reconciliation in Indigenous-led post-secondary education, enhancing organizational capacity in lifelong learning, and raising awareness of Indigenous leadership.



Rebecca Jamieson

The IIC led significant efforts in support of achieving equitable, long-term funding for Indigenous Institutes through the development of budget submissions and participation in key projects and discussions. This has led us to be a part of various committees such as the Ministry of Long-Term Care Advisory Table, Ministry of Colleges and Universities Interdivisional Indigenous Affairs Table, and CICMH Indigenous Advisory Circle. We maintained funding, achieved additional funding for Indigenous-led initiatives, and achieved policy changes that recognizes the unique role of Indigenous Institutes.

Joint projects have significantly contributed to capacity-building within member institutes, with initiatives like the Wellness Project, Indigenous Targeted Initiatives Fund Project, and the CIBC Foundation initiative. Our commitment to increasing awareness includes launching our first ever newsletter highlighting the work of Indigenous Institutes and success of learners, as well as co-hosting the National Indigenous Education Symposium with Colleges and Institutes Canada. Under the theme “Operationalizing Reconciliation”, the symposium hosted more than 260 participants which was a record-breaking number for event attendance.



Moreover, we have expanded support for students through scholarships, mentorship programs, and partnerships with key organizations, like our five-year partnership with the CIBC Foundation where we co-developed a scholarship. We continue to collaborate with our strategic partners, fostering reconciliation by creating economic opportunities for Indigenous people, embedding Indigenous voices in decision-making processes, and building skills and capacity within Indigenous communities.

Our dedication to leading research projects including reports on Quality Assurance and Micro-credentials, Wellness Project, Indigenous Teacher Education, IIC Recommendations on Student Housing, and recommendations to the Blue-Ribbon Panel underscores our commitment to evidence-based research. We continue to prioritize capacity-building through various training programs and workshops. We have launched committees such as our wellness and student success committee, marketing and communications committee, and registrar committee to engage in the sharing of best practices.

As we reflect on our achievements and chart our course forward, we are grateful for the support and partnerships we have received, while recognizing that there is still work to be done. Together, we will continue to advance Indigenous-led post-secondary education.

Sincerely,

Marsha Josephs, Executive Director

Rebecca Jamieson, Chair



About IIC

The Indigenous Institutes Consortium (IIC) represents the collective and collaborative efforts of its seven Indigenous-owned and operated education and training institutions across Ontario. Since 1994, the IIC has successfully raised the awareness and profiles of Member Indigenous institutions, learners, and communities. It was an instrumental mechanism in the establishment of *Ontario's Indigenous Institutes Act, 2017*.

The IIC provides support to the Indigenous Institutes as directed by its Governance Circle and in compliance with the IIC three-year strategic plan and governance policies. The Member Institutes are built on the foundation of Indigenous ways of knowing and being. Institutes continue to be deeply committed to preserving and strengthening Indigenous languages, traditions, and culture, and play essential roles in the promotion of cultural learning and language acquisition. Lifelong learning is essential in supporting the needs of First Nations communities who mandate each of the Indigenous Institutes.

Our Vision

As a consortium, we strive for; healthier and stronger Indigenous peoples and communities through Indigenous-led post-secondary education and training.

Our Mission

Champion Indigenous-led post-secondary education and training.

Our Values

IIC acknowledges and respects the cultural values of our member institutes, and we hold each other responsible to those values.



IIC Year-At-A-Glance

The IIC continues to play a pivotal role in advancing Indigenous post-secondary education in Ontario.

Through collaborative efforts with member institutes, the IIC has developed and led strategies to lead us on a path to sustainable and equitable funding including collaborative and strategic partnerships.

The IIC successfully maintained funding in a turbulent economy by demonstrating the return on investment of Indigenous Institutes and showcasing the incredible success that has been achieved. Despite facing a possible reduction in funding, the IIC managed to secure additional support in crucial areas such as wellness and health in the 2023 Ontario budget. Further, having to manage the aftermath of the COVID-19 pandemic, economic downturn, and the housing crisis, the IIC worked with funders to address the urgent priorities of Indigenous Institutes. However, even with taking all this into account, funding still falls short of meeting the needs of Indigenous Institutes and for the Indigenous community in general.

In support of our members, the IIC led significant projects to put us on a path to achieve sustainable, long-term, equitable funding. Notably, the Government of Ontario granted the IIC multi-year funding for the first time, which is essential for future planning. In a landmark achievement, the IIC facilitated tripartite discussions engaging both the Federal and Provincial Governments for the first time. Additionally, the IIC's participation in a Blue-Ribbon Panel has spurred ongoing bilateral discussions with the Government of Ontario.

The IIC recognized the funding challenges faced by the Indigenous Institutes, and therefore invested time and effort into developing a strong business case, showcasing success in persuasive budget submissions, presenting to many influential government officials, participating in various committees, and solidifying partnerships with many stakeholders. The ultimate goal was to educate and inform decision-makers to understand the value and social impact of Indigenous Institutes.



Moreover, the IIC developed a strategic plan in collaboration with its members, establishing a framework that sets the course and priorities for the IIC. This strategic plan sets the path forward as Indigenous Institutes are ready for growth and urgently need resources to meet the needs of learners and the community.

Additionally, the IIC has expanded its network of strategic partnerships, including collaborations with organizations such as the Canadian Council for Indigenous Business and the Centre for Innovation in Campus Mental Health. New internal working groups have also been established and external partnerships with key community stakeholders have been maintained, demonstrating its commitment to collective growth and development.

Furthermore, the IIC has prioritized governance training and policy monitoring to ensure effective leadership and compliance with established policies. Regular meetings of the Governance Circle have provided opportunities for members to address common priorities, share best practices, and review governance policies. The IIC has also facilitated capacity-building

initiatives, including governance training sessions and the hiring of policy and communications interns. Moreover, the IIC has collaborated with the Indigenous Advanced Education and Skills Council to ensure an open and transparent quality assurance process for accreditation.

In addition to the focus on organizational growth and capacity-building, the IIC has been actively engaged in marketing and communications efforts to raise awareness of Indigenous Institutes and their initiatives. The work has been showcased and engaged with diverse audiences through participation in conferences, symposiums, and social media campaigns. The launch of the IIC CIBC Foundation Scholarship and the development of the Wellness Toolkit highlight the IIC's commitment to supporting Indigenous learners and promoting holistic well-being within the education system. Looking ahead, the IIC remains dedicated to advancing Indigenous-led post-secondary education and lifelong learning, working collaboratively with stakeholders to address key priorities and challenges in the sector.



Strategic Plan

Achieve Reconciliation in Self-Determined Indigenous-led Post-Secondary Education and Training

Secure long-term, sufficient, sustainable, and equitable operational and capital funding.

- The IIC successfully brought the federal government to the table with the Ontario government and IIC Governance Circle members to discuss long-term funding of Indigenous Institutes.
- Developed Ontario and Federal budget submissions.
- We developed three joint funding proposals; the Wellness Project, Canadian Imperial Bank of Commerce, and Indigenous Targeted Initiatives Fund.
- Participated in Blue Ribbon Panel consultations and presented recommendations in support of equitable funding for Indigenous Institutes.

Collaborate to ensure an open and transparent quality assurance process for accreditation.

- Regular meetings and discussions with the Indigenous Advanced Education and Skills Council on accreditation pathways for Indigenous Institutes to advance shared priorities and ensure success of Indigenous Institutes.
- Developed a response and provided recommendations on the Quality Assurance Process for Micro-credentials to Post-secondary Education Quality Assessment Board.

Strategic Plan

Collectively Build Organizational Capacity and Quality Leadership in Lifelong Learning

Build the member portal with resources to support quality leadership.

- IIC incorporated the sharing of best practices and standards among member institutes at each Governance Circle meeting.
- Developed a framework for the member portal for shared use of resources.
- Developed templates, tools, and resources to support member institutes.

Provide opportunities related to organizational policies, planning, and development.

- IIC's Strategic Plan 2023-2026 was developed and organizational workplan completed.
- The IIC facilitated professional development related to governance, wellness, effective communications training, and workshops.
- Developed three committees; wellness committee, marketing and communications committee, and registrars committee.

Support and facilitate opportunities for growth and innovation.

- IIC formed a new partnership with Mitacs to explore how to streamline the tri-council approval process so that more Indigenous Institutes can apply.
- The IIC participated in the following government-led advisory committees; the Ministry of Long Term Care, Technical Advisory Table, and the Minister of Education's Child Care Advisory Group. Successfully bringing awareness and knowledge to education officials on the range of services and distinct offerings provided by Indigenous Institutes.
- Worked with Employment and Social Development Canada (ESDC) on revisions to the Global Skills Opportunity to reflect priorities of Indigenous learners.
- Worked with ESDC to discuss the role of Indigenous Institutes in skilled trades training.
- The IIC grew our strategic partnerships by 35% including research and policy partners, funding partners, and technology partners.



Strategic Plan

Elevate the Awareness and Leadership of Indigenous-led Post-Secondary Education and Training

Define and report on member success indicators.

- IIC's request for support of our Tripartite work was approved which will assist us in identifying appropriate success indicators for Indigenous Institutes.

Increase visibility and celebrate successes.

- Experienced a 74.86% increase in social media engagement.
- Promote success stories from learners at Indigenous Institutes.
- Developed the IIC inaugural monthly newsletter to showcase the work and successes of Indigenous Institutes.
- Engaged with various media outlets, and developed social media engagement plan.

Build Indigenous research capacity.

- Explored research partnerships.

Grow our impact through the national symposium.

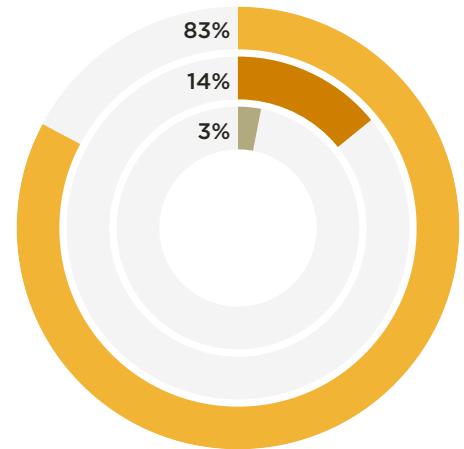
- The National Indigenous Education Symposium took place on October 16-19 in collaboration with CICan.
- Over 260 attendees which is the highest attendees ever for both CICan and IIC.



Revenues & Expenditures

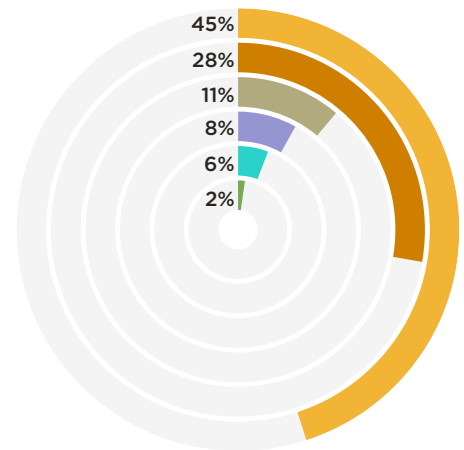
Revenue 2023

● Ontario Ministry of Colleges and Universities	\$ 933,248
● Other funding	\$ 155,000
● Membership fees	\$ 35,000
Total	\$1,123,248



Expenses 2023

● Professional services	\$ 483,270
● Administration costs	\$ 302,655
● Travel, meal & accommodations	\$ 121,778
● Communications and marketing	\$ 82,275
● Mandatory employer related costs	\$ 71,095
● Rent	\$ 20,000
Total	\$1,081,073



Excess of revenue over expenses	\$ 42,175
Unrestricted net assets, beginning of year	\$ 407,195
Unrestricted net assts, end of year	\$ 449,370



Statement of Financial Position

March 31	2023	2022
Assets		
Current		
Cash	\$ 638,409	\$ 586,531
Accounts receivable	156,354	\$ 80,961
Prepaid expenses	–	\$ 22,230
Total	\$ 794,763	\$ 689,722
Liabilities		
Current		
Accounts payable and accrued	\$ 298,793	\$ 54,327
Scholarship funds held in trust	46,600	\$ 66,200
Deferred revenue	–	\$ 162,000
	345,393	\$ 282,527
Unrestricted net assets	449,370	\$ 407,195
Total	\$ 794,763	\$ 689,722

For a complete copy of the 2023 Audited Financial Statements, please reach out to the Indigenous Institutes Consortium at info@iicontario.ca.



The IIC Governance Circle Members



Rebecca Jamieson
Chair of IIC, President
& CEO of Six Nations
Polytechnic



Norma Sunday
Vice Chair of IIC, Associate
Director for Post-
Secondary & Continuing
Education of Iohahi:io
Akwesasne Education and
Training Institute



Erin Monture
Secretary of IIC, CEO of
Ogwehoweh Skills and
Trades Training Centre



Mindy Taylor
Director of Education of
Anishinabek Educational
Institute



Beverley Roy
President of Kenjgewin Teg



Lorrie Deschamps
President of Oshki
Pimache-O-Win: The
Wenjack Education Institute



Dianne Roach
Director of Operations
of Shingwauk
Kinoomaage Gamig

**ANISHINABEK**
EDUCATIONAL INSTITUTE**Member
Profile**

Anishinabek Educational Institute

The AEI prioritizes quality education and training for First Nation Anishinabek communities. Founded in 1994, AEI is dedicated to fostering student success through responsive programming in a supportive environment, emphasizing traditional values. With campuses offering community-based programs, AEI aims to reduce student stress and enable them to retain jobs while training, positioning students for success in a dynamic world. AEI welcomes all without application fees.

**Success
Story**

Erin Cornthwaite

Pre-Health Sciences



Erin is a proud alumna of AEI's Pre-Health Sciences program and hails from Nipissing First Nation. Graduating in 2017, Erin, an Indigenous woman, embarked on her journey to fulfill her aspiration of becoming a Registered Nurse. Motivated by a desire to care for her community and promote well-being, Erin chose nursing to contribute to healthier and happier lives. Taking advantage of the Pre-Health Sciences program at AEI after a hiatus from education, she gained confidence and prepared for the challenges of nursing school. The program's cultural activities enriched her with teachings, traditions, Anishinaabemowin practice, and memorable experiences like ice fishing on Lake Nipissing, which she cherishes dearly.



Member Profile

Iohahi:io Akwesasne Education and Training Institute

Iohahi:io, meaning “the good road” in Mohawk, caters to all adult members of Akwesasne, offering a range of educational services since 1989. From literacy and high school credits to college programs and pre-employment workshops, it aims to empower Akwesasne Mohawk people for success. Iohahi:io prioritizes individual and collective well-being, Indigenous perspectives, and community-based learning to foster self-sufficiency, education, and employability.

Success Story

Phillip Roundpoint General Arts & Sciences Pre-Trades Program



Phillip, originally from T.R. Leger Alternative high school, transitioned to Iohahi:io, where an initial exposure to a non-credited introduction to trades during high school sparked his interest. Inquiring about future opportunities, he enthusiastically enrolled in the General Arts & Sciences (G.A.S)/Pre-Trades program, a collaborative effort with St. Lawrence College. Phillip successfully graduated with a one-year Ontario certificate, proudly serving as the valedictorian for his cohort. Expressing gratitude in his speech, he emphasized the significance of attending a college on his territory.

KENJGEWIN TEG



Member Profile

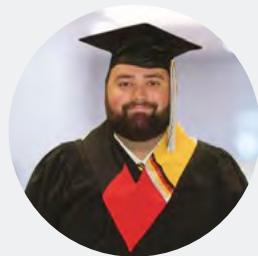
Kenjgewin Teg

Kenjgewin Teg, meaning “a place of knowledge” in Ojibwe, offers diverse educational programs and services on M’Chigeeng First Nation, Manitoulin Island. With a pathways approach, learners can explore various options, from secondary school credits to college and university programs, embracing Indigenous worldviews. Kenjgewin Teg welcomes everyone, fostering an inclusive learning environment for Indigenous and non-Indigenous learners alike.

Success Story

Aaron Seltzer

Renovation Techniques – Construction Carpentry



Aaron thrived in the small class size in the Renovation Techniques - Construction Carpentry program at Kenjgewin Teg. Also appreciating the personalized support from instructors and the well-equipped shop classroom. Building camaraderie with his classmates, they functioned as a cohesive construction crew, collaborating on various projects. Framing emerged as Aaron’s favorite class, as it mirrored the teamwork of a construction crew, albeit building sheds instead of houses. Graduating in the spring of 2023, Aaron applied his skills by seeking membership in the Carpenters Union.



OSHKI-WENJACK

OSHKI-PIMACHE-O-WIN
THE WENJACK EDUCATION INSTITUTE

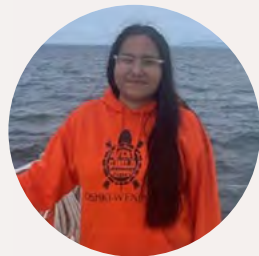
**Member
Profile**

Oshki Pimache-O-Win: The Wenjack Education Institute

Oshki-Wenjack caters to the holistic educational needs of Nishnawbe Aski Nation and beyond, offering diverse programs designed to meet individual and community needs. Through partnerships with various post-secondary institutions, it provides accredited certificate, diploma, degree, and trade programs alongside specialty training. With a focus on promoting and preserving Nishnawbe Aski Nation's traditions and values, Oshki-Wenjack facilitates meaningful education for its learners.

**Success
Story**

Clarissa Neshinapaise Business and Social Service Worker- Indigenous Specialization



Clarissa is a graduate of Oshki-Pimache-O-Win's Business and Social Service Worker-Indigenous Specialization programs. She reflects on her time with gratitude for the unwavering support, particularly from Dorothy. Throughout her studies, she found a supportive community that fostered social skills and valuable friendships. The staff's willingness to assist during her academic journey left a lasting impression, and she expresses appreciation for the opportunity to now work at Oshki-Pimache-O-Win, completing a full circle from student to staff member.



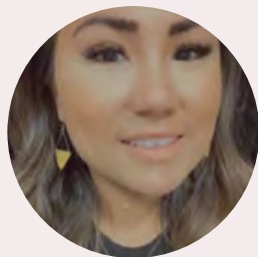
Member Profile

Ogwehoweh Skills and Trades Training Centre

OSTTC, founded in 2003, caters to the Six Nations of the Grand River Territory and nearby communities, prioritizing Indigenous needs. Offering vocational training in trades and professional development, it addresses labour market and empowers individuals for employment. With small class sizes, state-of-the-art facilities, and certified instructors, OSTTC ensures hands-on learning experiences. It adapts programs to meet evolving industry needs, providing students with competitive advantages, and recognized certifications.

Success Story

Rachel Styres Early Childhood Education



Rachel appreciates the structured schedule that allows her to manage assignments efficiently, in the Early Childhood Education program. As a mother, she finds the flexibility beneficial, dedicating three hours each night after her children are asleep. Having positive experiences in her placements, Rachel values the practical application of her knowledge. Unlike a previous attempt at ECE where support was lacking, she praises the online program's connection to OSTTC for in-person support when needed, expressing gratitude for the encouragement from OSTTC and Fanshawe. Rachel aspires to contribute to her community by seeking employment in the Elementary School system, focusing on kindergarten and younger grade classrooms, aiming to address the shortage in the ECE field.



Center of Excellence in Anishinaabe Education

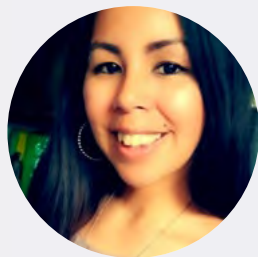
Member Profile

Shingwauk Kinooaage Gamig

SKG is a leading Anishinaabe education and research centre in Ontario, preserving Anishinaabe knowledge through authentic academic programs and workshops. Founded on Chief Shingwaukose'ibun's vision, SKG collaborates with Algoma University to offer unique B.A. programs in Anishinaabemowin and Anishinaabe Studies. SKG's application to the Indigenous Advanced Education Skills Council aims to grant accredited degrees, diplomas, and certificates, aligning with mainstream institutions.

Success Story

Nina Toulouse Anishinaabemowin Program



Nina engaged in the Anishinaabemowin Program at Shingwauk Kinooaage Gamig (SKG) and embarked on her learning journey driven by a desire to preserve and pass on the Anishinaabe language. Overcoming initial hesitations, she joined the program during a transitional period, drawing inspiration from her time spent with communities on Manitoulin Island. Motivated by the urgent need to preserve the language due to the declining number of fluent speakers, Nina aspires to become a language teacher, integrating Indigenous culture and ceremonies into her curriculum. Grateful for the supportive space provided by SKG, Nina views this learning opportunity as a chance to both enhance and share her existing gifts.



SIX NATIONS
POLYTECHNIC

**Member
Profile**

Six Nations Polytechnic

SNP provides a distinct learning experience by offering firsthand Indigenous knowledge, education, and skills training in a culturally supportive environment. Accredited internationally, SNP collaborates with regional colleges and universities to offer degrees, diplomas, and certificates in various fields, including Indigenous languages, education, health, and trades. It is the sole Institution in Canada offering a Bachelor of Arts in Ojéweh languages (Mohawk or Cayuga).

**Success
Story**

Aliyah Thomas Practical Nursing



Aliyah reflects on her time in the program with the most memorable experience being the hands-on learning in the classroom and its practical application during placements, emphasizing the full-circle understanding that ensued. She values the smaller classroom size and the presence of Indigenous students and teachers at SNP, creating a supportive environment. Grateful for the encouragement from instructors and peers, Aliyah has translated her education into employment, currently serving as a Float Nurse at Brantford General Hospital.



National Indigenous Education Symposium

From October 16th through 19th the Indigenous Institutes Consortium (IIC) and Colleges and Institutes Canada (CICan) held the 2023 National Indigenous Education Symposium (NIES) in Treaty 4 Territory (Regina, Saskatchewan). The symposium brought together more than 260 participants from Indigenous Institutes, mainstream post-secondary institutions, stakeholder organizations, industry, government, as well as students, to share knowledge and exemplary practices focused upon the role of post-secondary education and training in Operationalizing Reconciliation. While the IIC and CICan have each held national symposiums before, this year's event marked the first time that these organizations have come together as representative bodies of both Indigenous and mainstream post-secondary institutions convening their members, partners, communities, and stakeholders in a national conversation.

The National Indigenous Education Symposium was organized around plenary sessions featuring keynote speakers and roundtable discussions, as well as concurrent sessions organized around six symposium streams:

- Accessibility: Recruitment, Retention, and Success of Indigenous Learners;
- Braiding Indigenous Knowledge to Attain Climate Resilience;
- Empowering the Next Seven Generations;
- Strengthening Governance and Leadership;
- Indigenous Languages and Indigenous Teacher Training; and
- Indigenous Focus Applied Research.

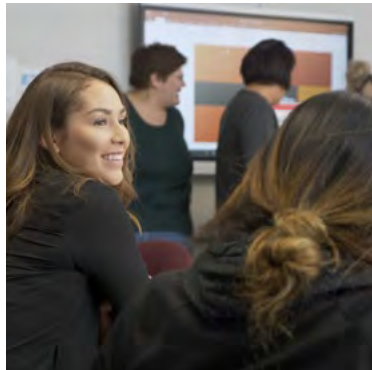
Keynote speeches were delivered by Dr. Dan Longboat and Dr. Pam Palmater. Roundtable discussions featured labour market, skills and learning innovation leaders and presidents of Indigenous and Non-Indigenous Institutions. The symposium concluded with a World Café, bringing together all attendees to discuss next steps and actions for Operationalizing Reconciliation. The final plenary session included a student testimonial panel, where Indigenous students spoke about their learning journeys.

Thank you to our sponsors: Government of Canada, eCampus Ontario, and Future Skills Centre.



Building Capacity

As stewards of knowledge and advocates for Indigenous communities, the IIC is committed to conducting rigorous research and crafting insightful reports to support Indigenous Institutes. In this section, we highlight key policy initiatives aimed at advancing Indigenous education, empowerment, and self-determination.



Wellness Project

The IIC developed the Indigenous Self-Care in Indigenous Education Wellness Resource Model following the impacts of COVID-19 on personal and group wellness (learners, staff, families). Based on this model, a Wellness Toolkit has been created to act as a resource guide for each Indigenous Institute to customize the Toolkit to reflect each of their community traditions, cultural practices, and incorporate local community resources. The goal of the Wellness Toolkit is for Indigenous students to take leadership of their wellness journeys, so they can apply it in class, at home, and in their communities.



Indigenous Teacher Education

Indigenous Institutes in Ontario are uniquely positioned to expand delivery of Indigenous teacher education through self-determined Indigenous-led post-secondary education and training Indigenous teachers through specialized education programs and university partnerships. They recruit, train, and support teachers while advancing Indigenous learning. With strong community bonds and legislative acknowledgment, these Institutes can expand Indigenous teacher education autonomously. Collaboration with these Institutes is crucial for equitable resource allocation and sustained funding, vital for supporting Indigenous learners and Canada's reconciliation objectives.

Policy Initiatives



Student Housing

Housing is a national issue, but it is also a critical issue for Indigenous communities and students at Indigenous Institutes. In fact, Indigenous households encounter some of the worst housing conditions in Canada and has been a long-standing problem in many on-reserve First Nations communities. Access to housing is essential for Indigenous students' academic success; however Indigenous Institutes lack residences. Based on feedback from our members, the IIC wrote a report that provided recommendations for the Ministry of Colleges and Universities to address the barriers of housing for Indigenous students.



Micro-credentials

Postsecondary Education Quality Assessment Board (PEQAB) released a paper titled *Ontario Micro-Credentials: Harnessing the Potential*. In response, the IIC wrote a paper with recommendations for an Ontario Micro-Credential Quality Assurance Framework from an Indigenous perspective. The IIC will continue this important work by having open and regular communication with IAESC to explore micro-credential pathways for learners at Indigenous Institutes and ensure that the micro-credentials framework reflects Indigenous perspectives and pedagogy.



Scholarships for Learners



Indspire – Rose Nolan Memorial Scholarship

The Rose Nolan Memorial Scholarship Fund was established by the Ted Nolan Foundation in 2004. The Fund aims to assist First Nations women in achieving their educational and training goals, while maintaining strong community involvement. The IIC was honoured to have accepted the Rose Nolan Memorial Scholarship fund from the Ted Nolan Foundation in 2019. Following the generous donation, the IIC partnered with Indspire through the Building Brighter Futures program to secure additional matched funding for the scholarship. Each award is valued at \$2,500 per recipient.

Years	2022-2023	2021-2022	2020-2021	2019-2020	
Recipients	18	12	16	14	60
Distributed	\$ 45,000	\$30,000	\$40,000	\$35,000	\$150,000

Hear from learners who have been positively impacted by this award

Riley Taylor Hill

Ogwehoweh Languages, Six Nations Polytechnic

“I am a mother and a full time student so this award has lightened a lot of financial strain. I know that juggling my studies and caring for my daughter would be a struggle at times but I am determined to learn my language for myself, my child and in contribution to the community. I’m very appreciative to have received this award because it allows me to pursue my goals without the stress of financial burden.”

Madison Mitchell

Anishinaabe Studies and Psychology, Shingwauk Kinooamaage Gamig

“This bursary/scholarship has made a really big difference in supporting me financially as I have only been able to work weekends while I am studying full-time. Being blessed to receive this award has inspired me even more to do my very best and I could not thank your team enough for your generous support throughout my journey!”



Scholarships for Learners

CIBC – Community Development Scholarship



In collaboration with CIBC, we were thrilled to introduce fourteen new scholarships across Indigenous Institutes. The Community Development Scholarship was made for aspiring students in various programs, including Business, Nursing, Early Childhood Education, and Trades. This scholarship, which aligns with our commitment to community benefit through education, supports those with a vision for positive impact. Each Institute offers two scholarships annually, each valued at \$3,000. This initiative reflects our dedication to fostering educational opportunities and community development in partnership with CIBC, ensuring that students can pursue their passions while contributing to the betterment of their communities.

Years	2022-2023
Recipients	14
Distributed	\$42,000

Hear from learners who have been positively impacted by this award



Dana Mandamin

Practical Nursing, Kenjgewin Teg

“This support will make it possible for me to complete my registration with the College of Nurses of Ontario, as well as help offset the cost of nursing scrubs, office supplies, and food storage for my lunches that are required for the work I do. This scholarship will help manage my bills upon graduating from the Practical Nursing program and allow me to invest in more nursing scrubs and books that are resourceful in preparation for my REx-PN examination.”



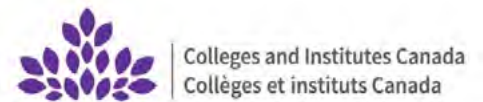
Bruce Solomon

Anishinaabemowin, Shingwauk Kinoomaage Gamig

“As an Indigenous learner, I am acutely aware of the unique challenges that our communities face. Your generous support empowers me to contribute meaningfully to community development initiatives upon graduation. I am determined to give back by leveraging my education to address pressing issues within our community, fostering sustainable solutions, and promoting cultural preservation.”



Building Strategic Partnerships



Government of Canada



ONLC
Ontario Native Literacy Coalition



Fondation Rideau Hall Foundation





Sharing Our Story

Several key insights emerge from the data provided. Notably, Facebook demonstrates robust growth in total followers from 2022 to 2023, accompanied by a significant increase in engagements despite a decrease in the number of posts. Instagram, while showcasing a comparatively smaller follower base, exhibits steady performance in impressions and engagements over the same period. Increased engagement planned for Twitter. LinkedIn presents a compelling picture of engagement with a notable surge in profile visits and link clicks in 2023. Overall, these insights underscore the dynamic landscape of social media engagement, emphasizing the importance of tailored strategies across various platforms to optimize outreach and audience interaction.

The following chart shows an overview across all social media channels and compares the results from 2022 and 2023.

	f		📷		in		X	
	2022	2023	2022	2023	2022	2023	2022	2023
Total Followers	871	909	228	275		529	260**	293
Number of Posts	277	155	128	47		41	159	55
Impressions	164,000	20,400	5,100	397		10,878	133,697*	10,922
Engagements	322	870	--	118		1,180	1,170*	441
Profile/Page Visits	652	2,169	187	245		756	--	--
Link Clicks	416	276	--	--		513	128*	47

* The large majority of these impressions (99.8%), engagements (70.4%), and link clicks (95.3%) are from one promoted post

** This is an approximation of followers based on past trends on Twitter and other social media platforms



Indigenous
Institutes
Consortium